



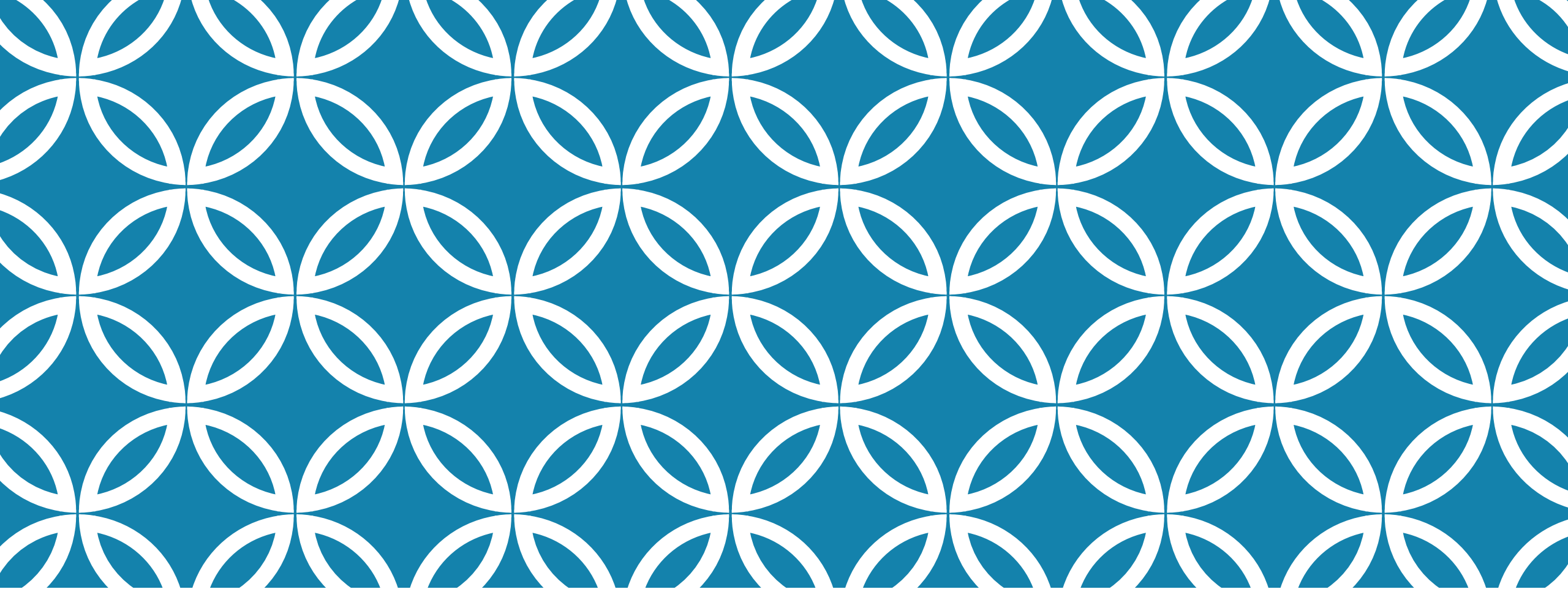
ATTENDANCE BEST PRACTICES

KIPP DC: Heights Academy
SY 17/18



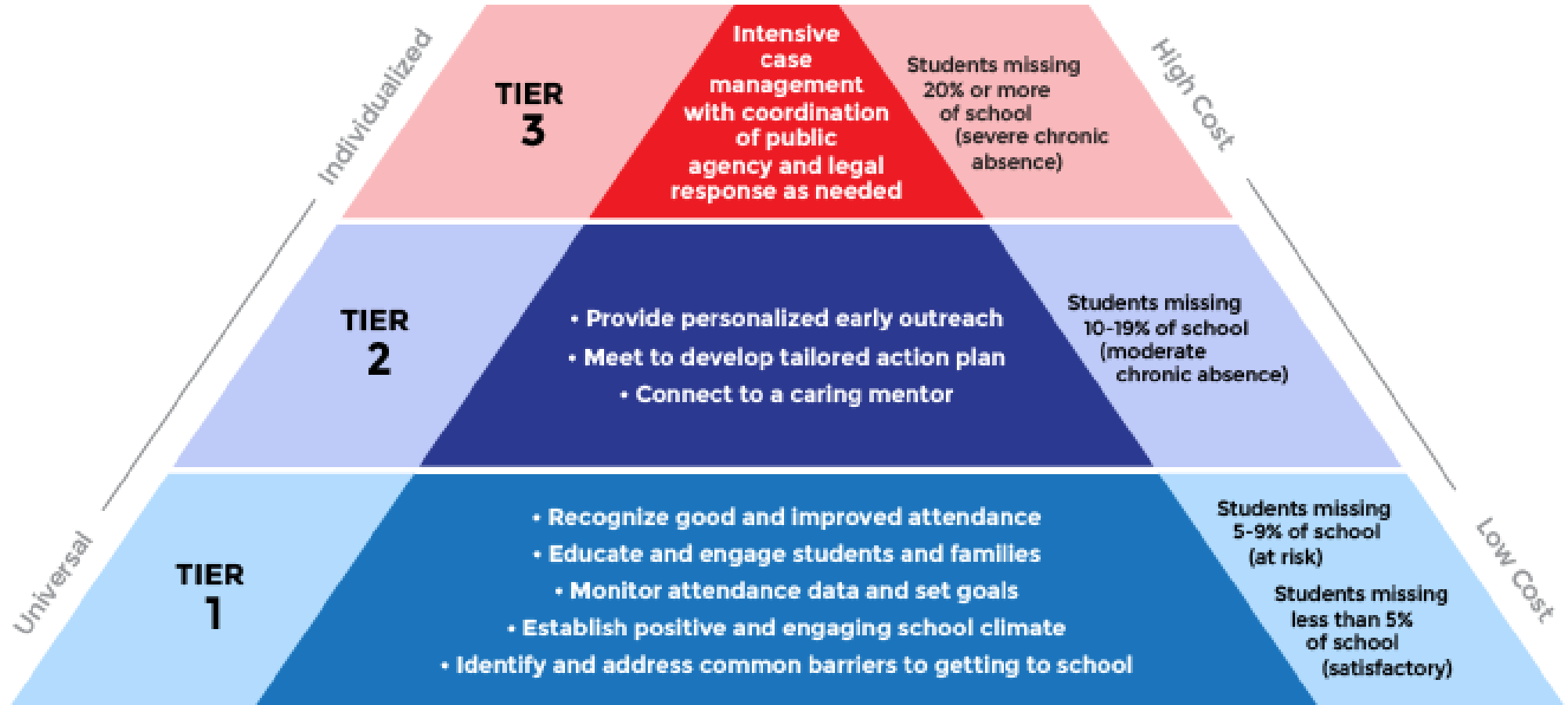
AGENDA

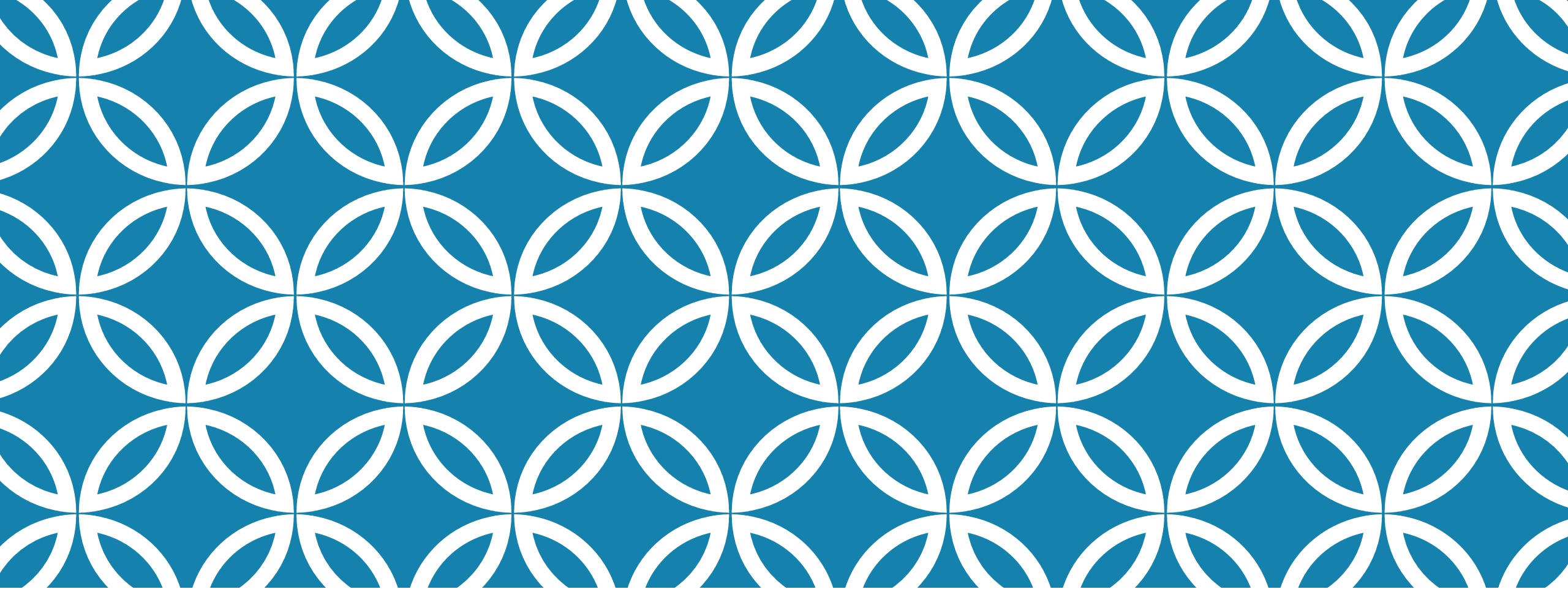
- Attendance & Social Work (Tier 2 & 3)
- Our Story
- Our Lens: Critical Race Theory
- Tier 1 Practices
- Heights Academy Attendance Data
- Clarifying Questions
- Small Group Activity
- Work Time



ATTENDANCE & SOCIAL WORK | (TIER 2 & 3)

Improving attendance requires a tiered approach that begins with prevention.





OUR STORY



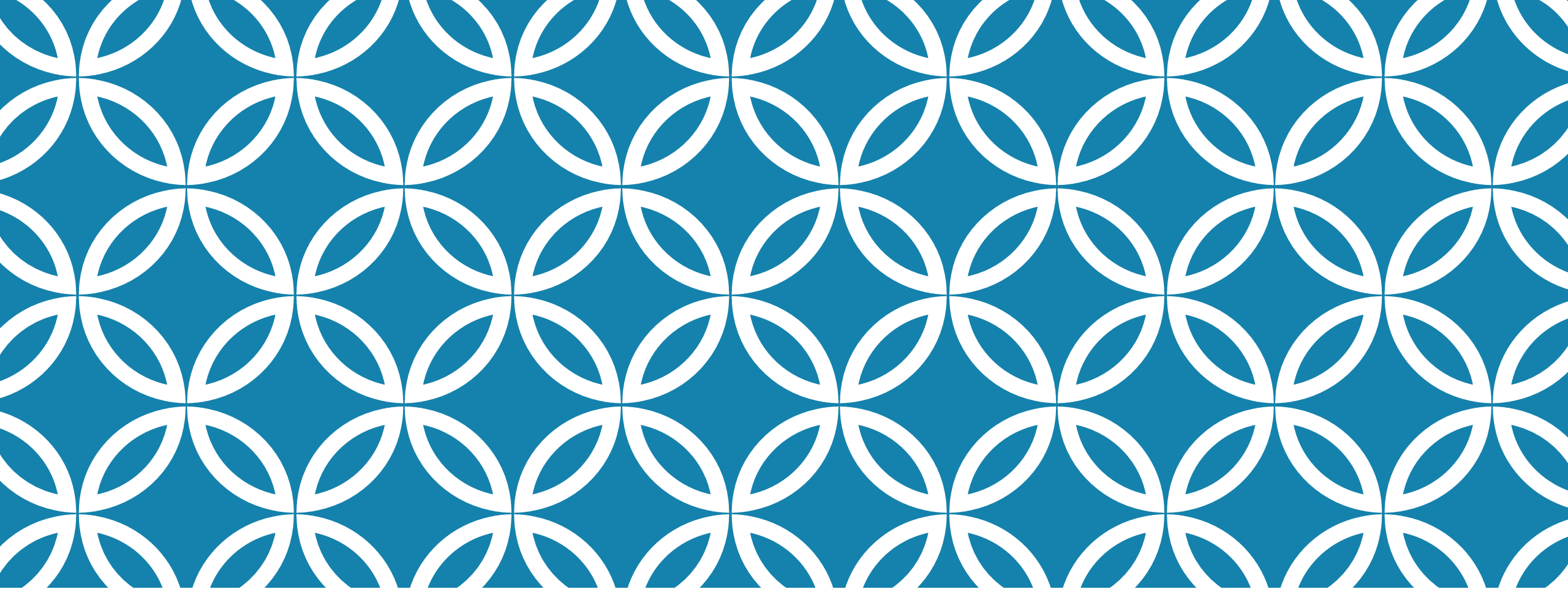
OUR STORY

- ❑ Our past approach to attendance
- ❑ Attendance Committee formed in SY '17-'18

Group Meeting Norms:

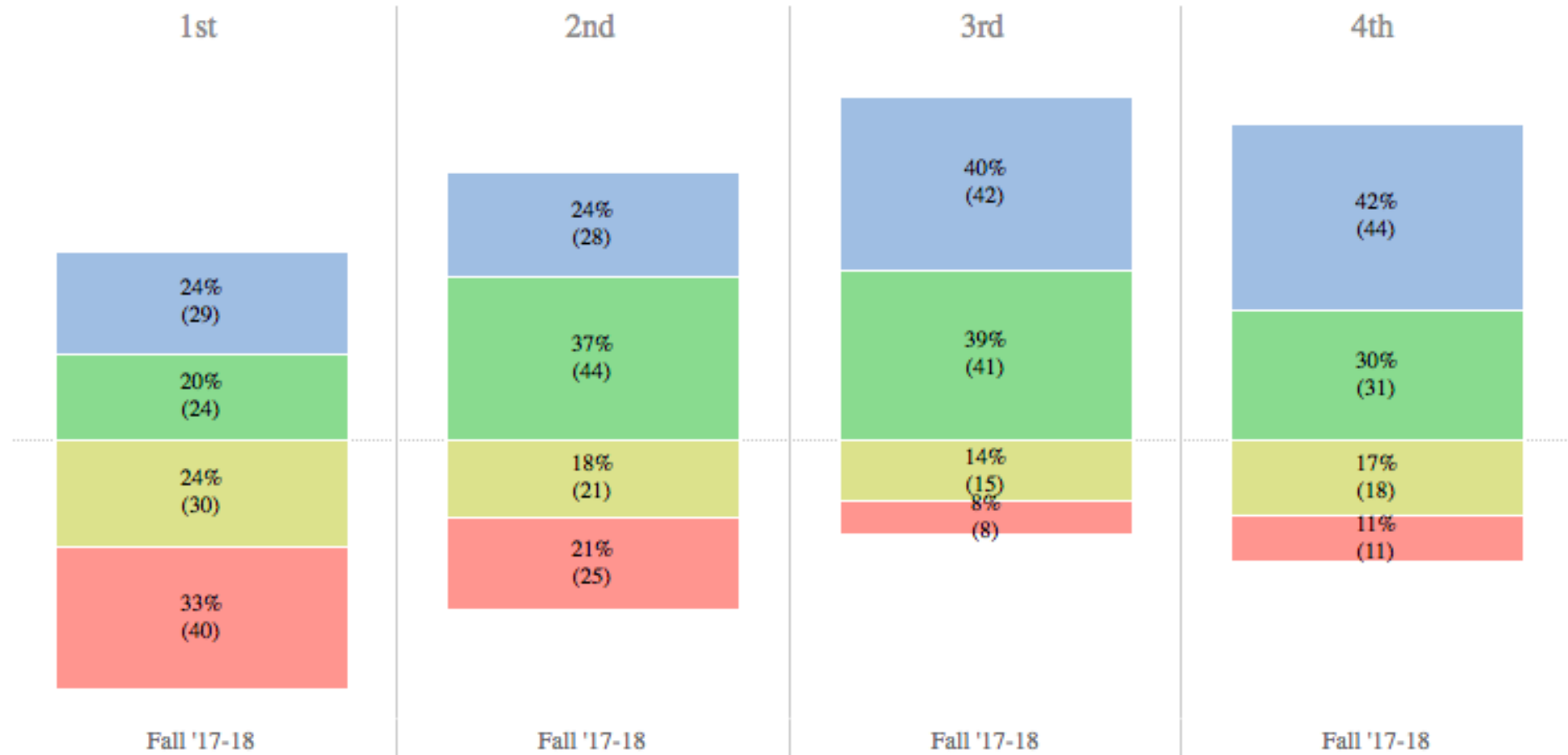
- ❑ Solutions-oriented conversations
- ❑ Positive framing (“assume the best”)
- ❑ Parents are allies





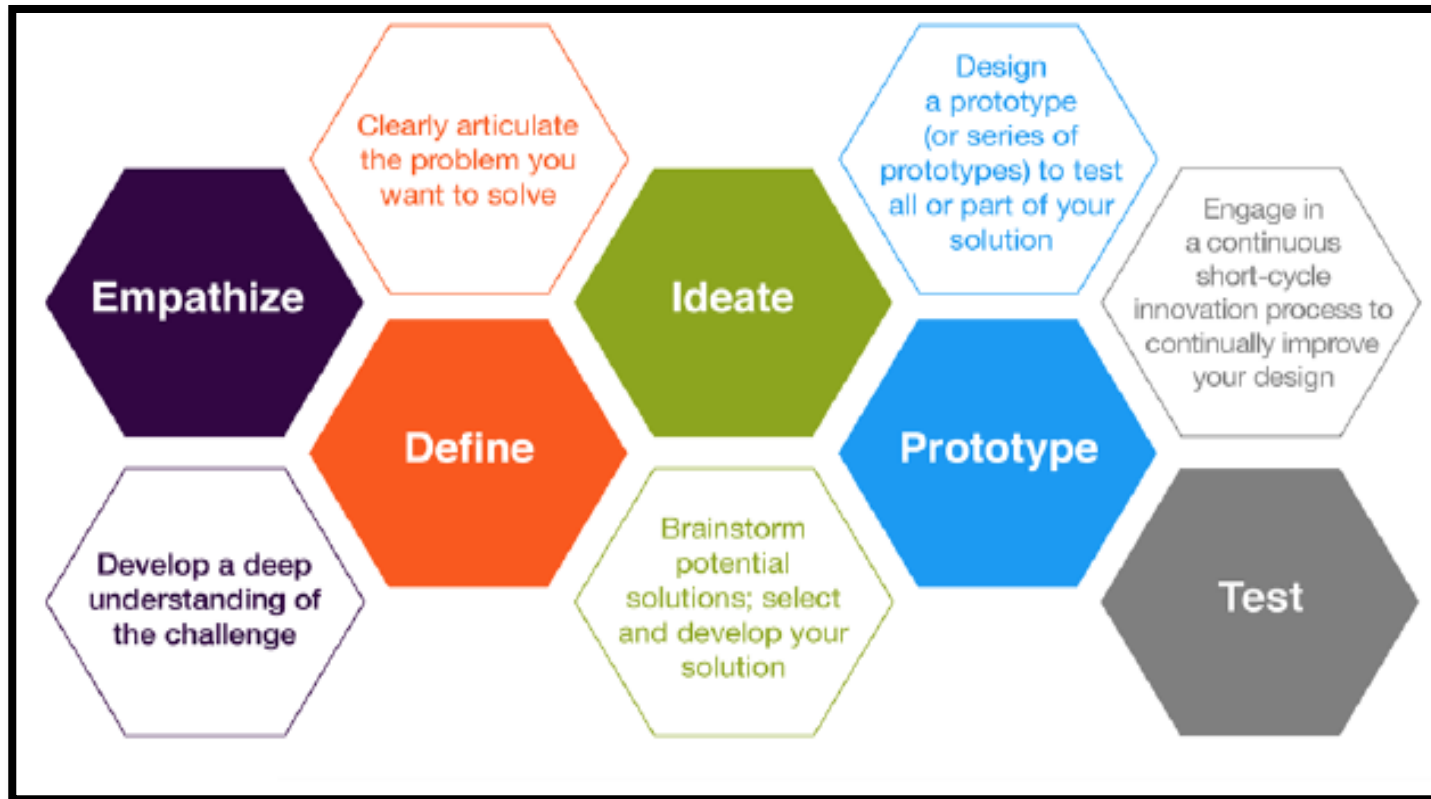
OUR LENS: CRITICAL RACE THEORY (CRT)

THE PROBLEM: ACADEMIC IMPLICATIONS



GAINING PERSPECTIVE

color blindness



HOW WE ENGAGED CRITICAL RACE THEORY

Color Blindness

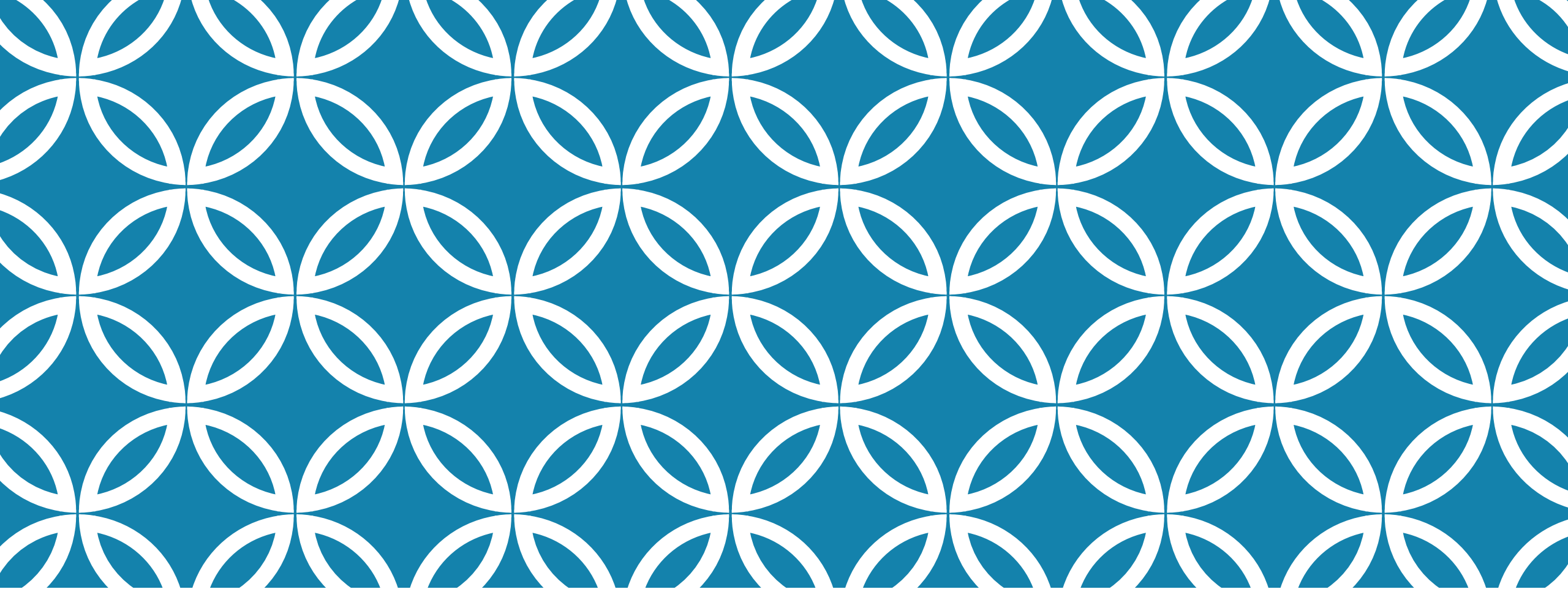
- We asked ourselves: “what structures seem neutral, but in fact reinforce whiteness or white interests?”
 - **CFSA calling policy**
 - **Medical absence excuse policies**

Action Research

- Our “research” was based in the experiences of our families, not in our experience as the teachers, educators, or reinforcers of policy. How do we provide our families with more opportunities to tell us their “autobiographies” or their TRUTH? And how can we imbed their truth and make sure it is reflected in our attendance policies?

Intersectionality

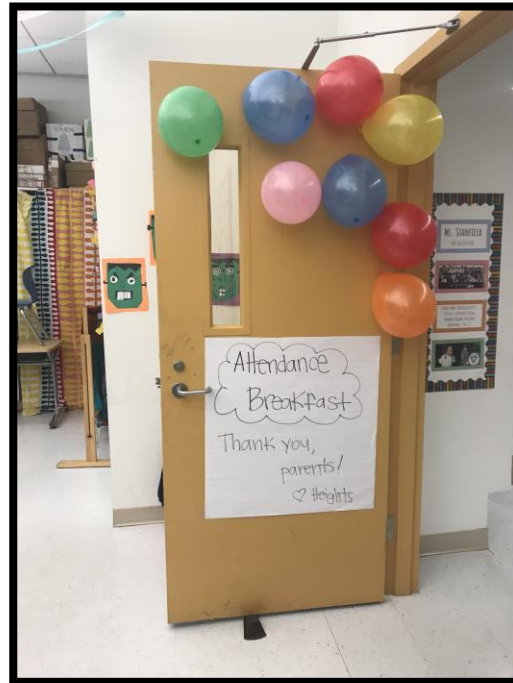
- We needed to examine all barriers our families face: homeless status, access to medical care, access to consistent transportation, etc.
- Our practice has included a focus on whether absences can be medically excused. We call families to send in notes to reduce the numbers of unexcused absences so that our attendance averages are what we need them to be. This shows our policies are not reflective, inclusive, or intersectional. If we solely focus on whether a child saw a doctor or not, we are potentially missing the other barriers that are preventing up to 25% of our student population from attending school regularly.



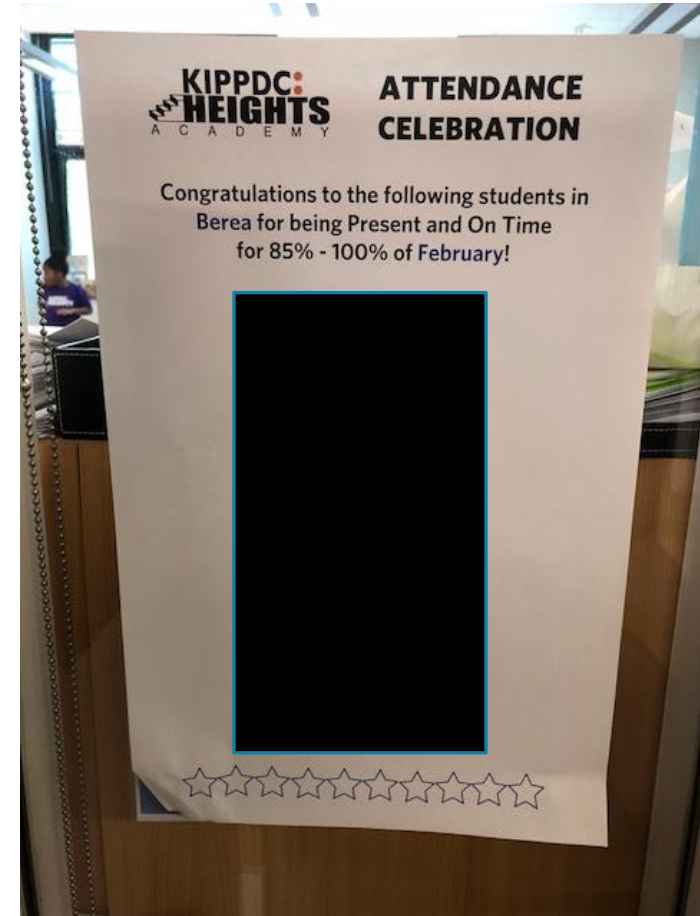
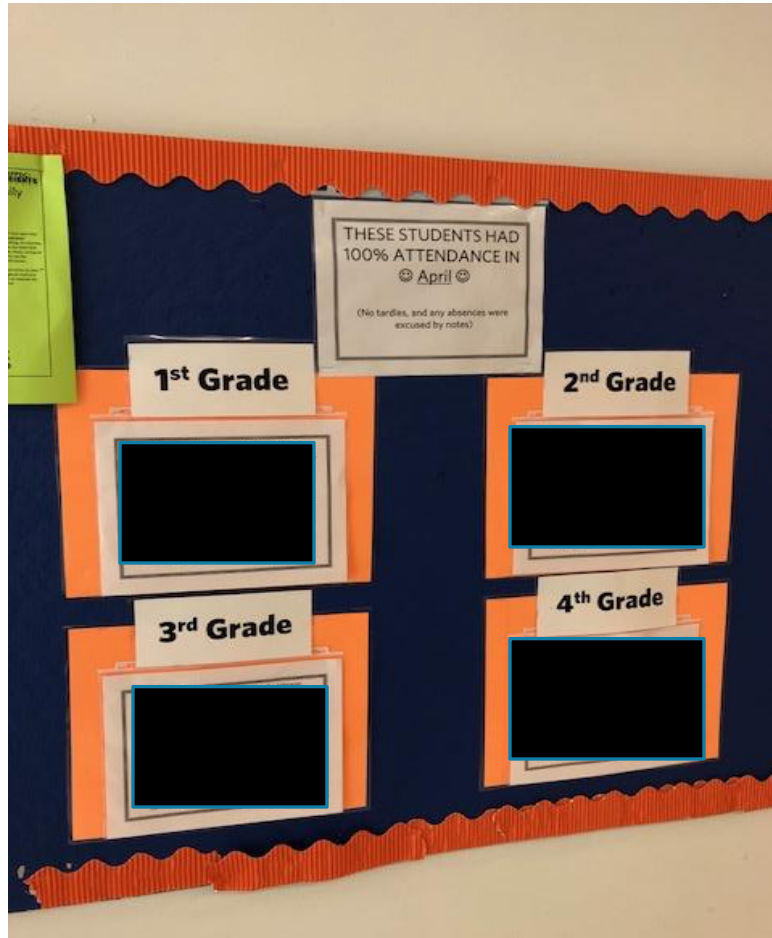
TIER 1 PRACTICES



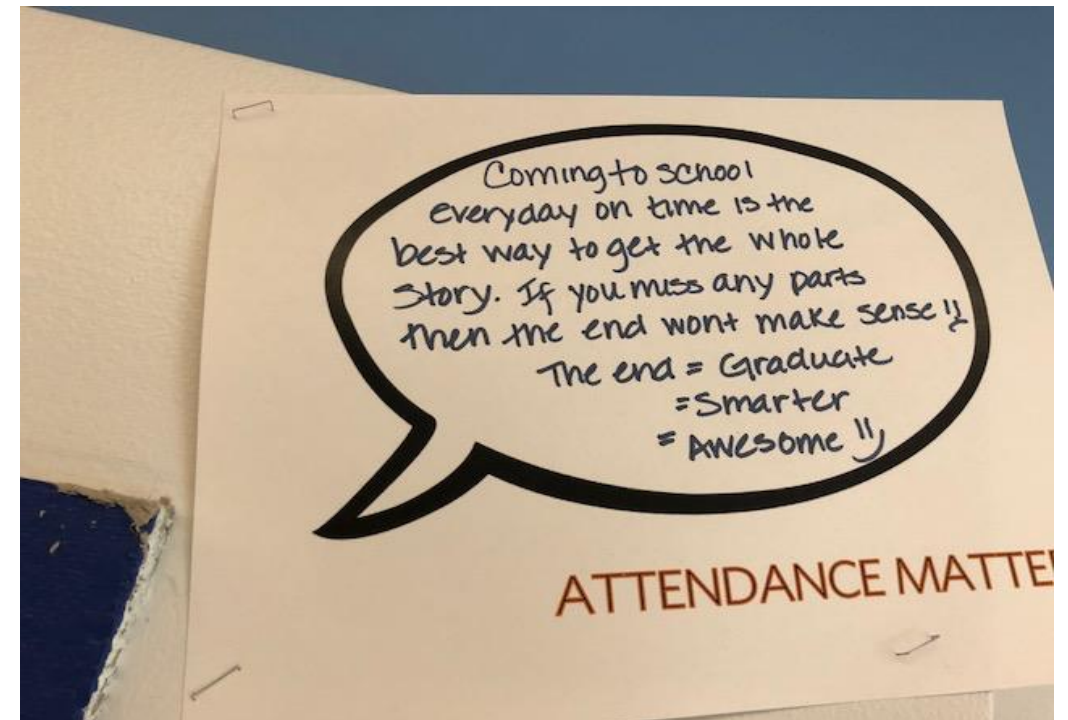
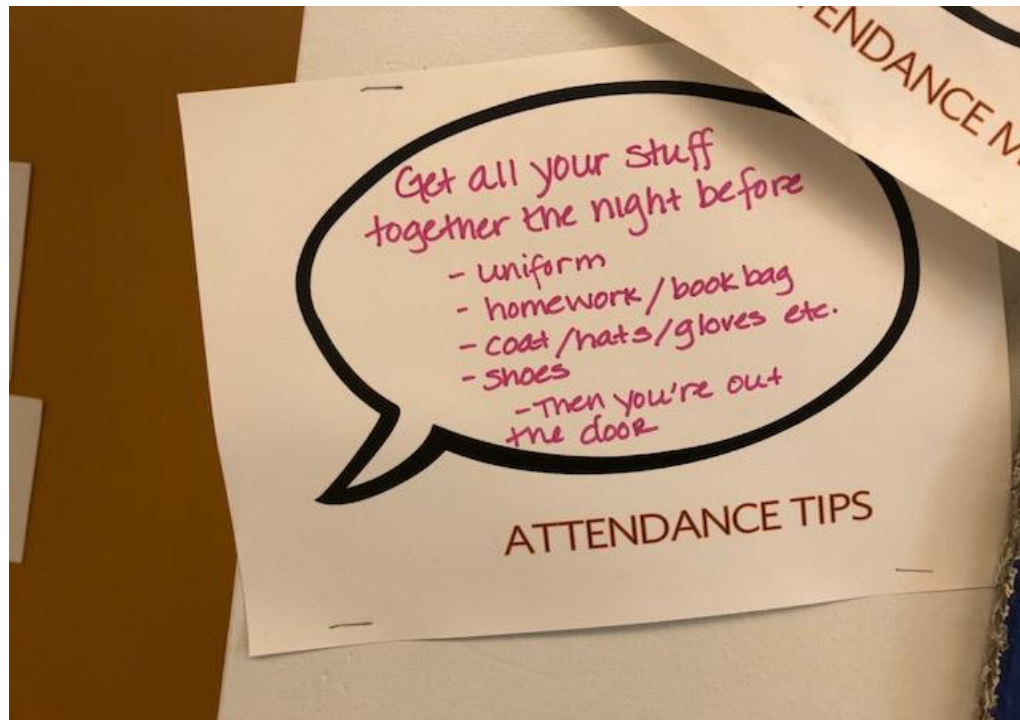
FAMILY ATTENDANCE BREAKFASTS

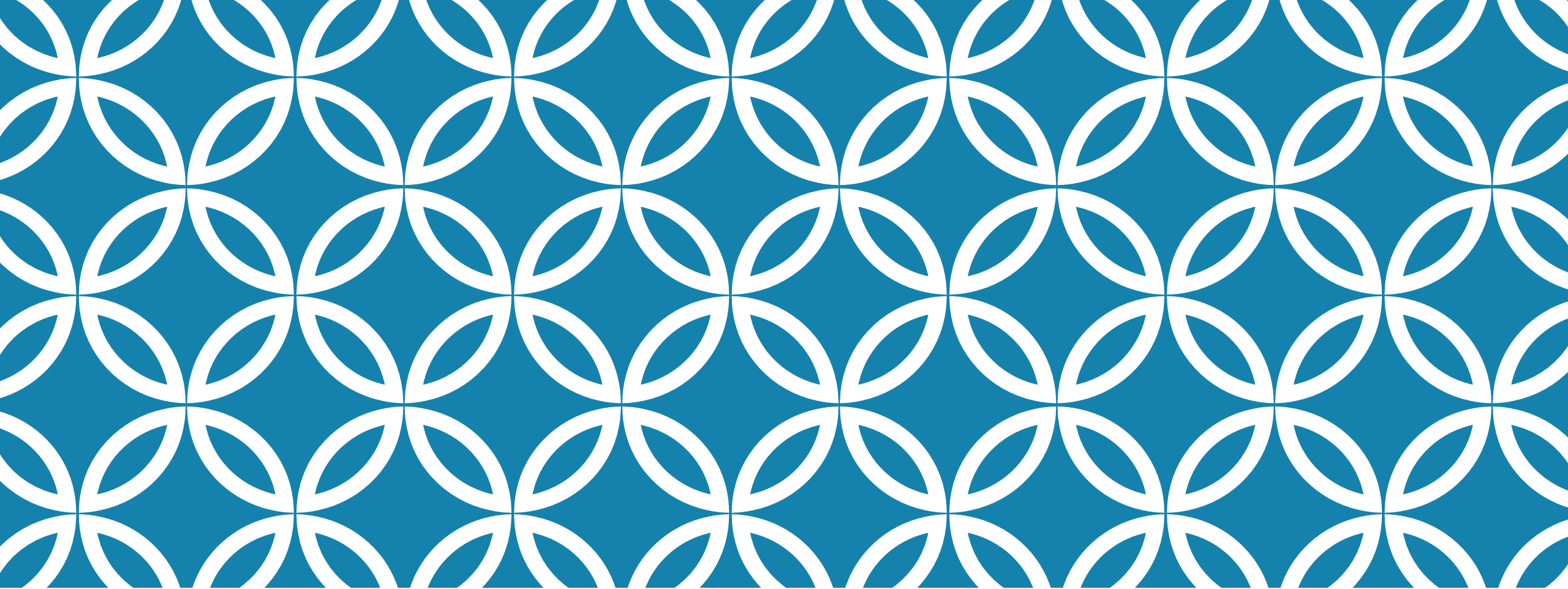


PUBLIC ATTENDANCE DISPLAYS



ATTENDANCE TIPS BOARD

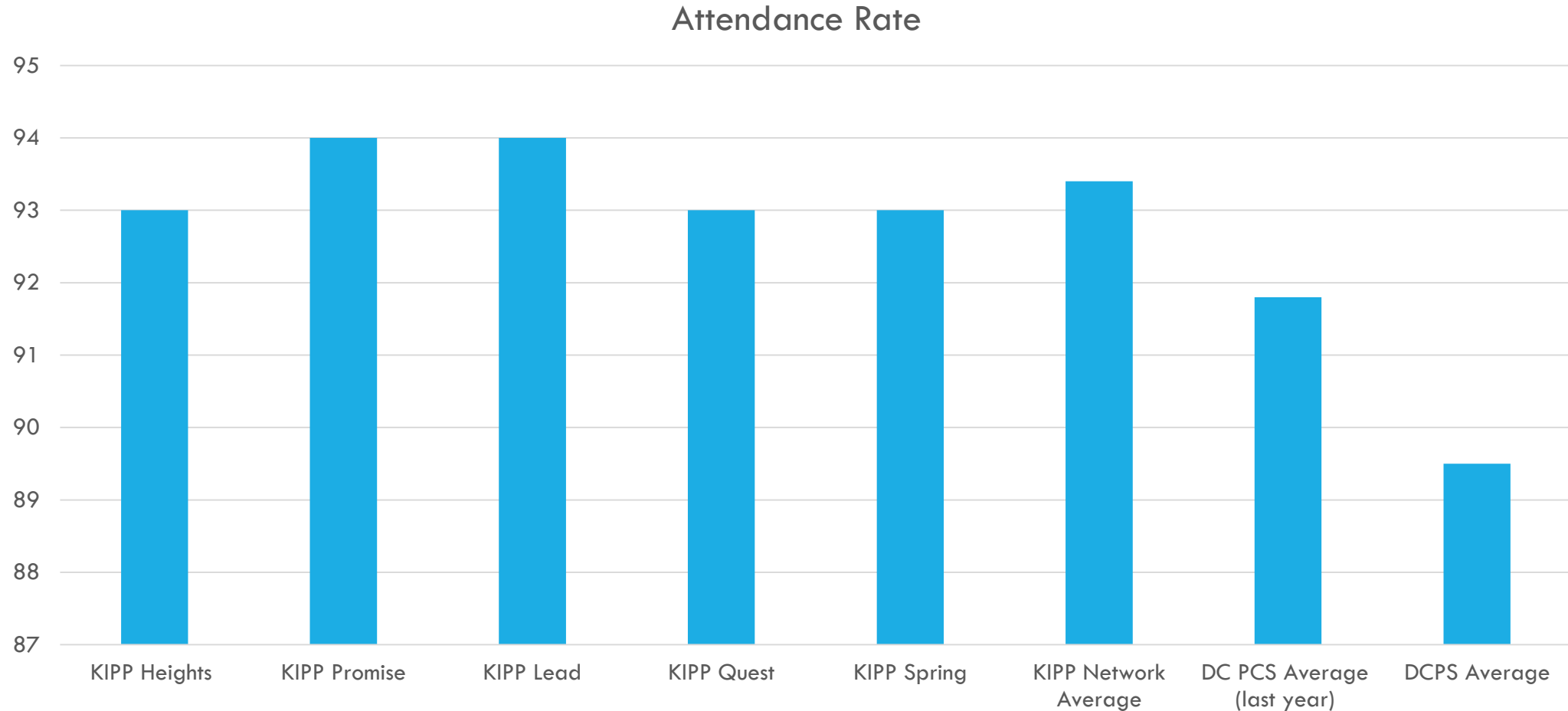




OUR DATA



HEIGHTS ATTENDANCE VS. THE REST OF OUR KIPP NETWORK THIS YEAR



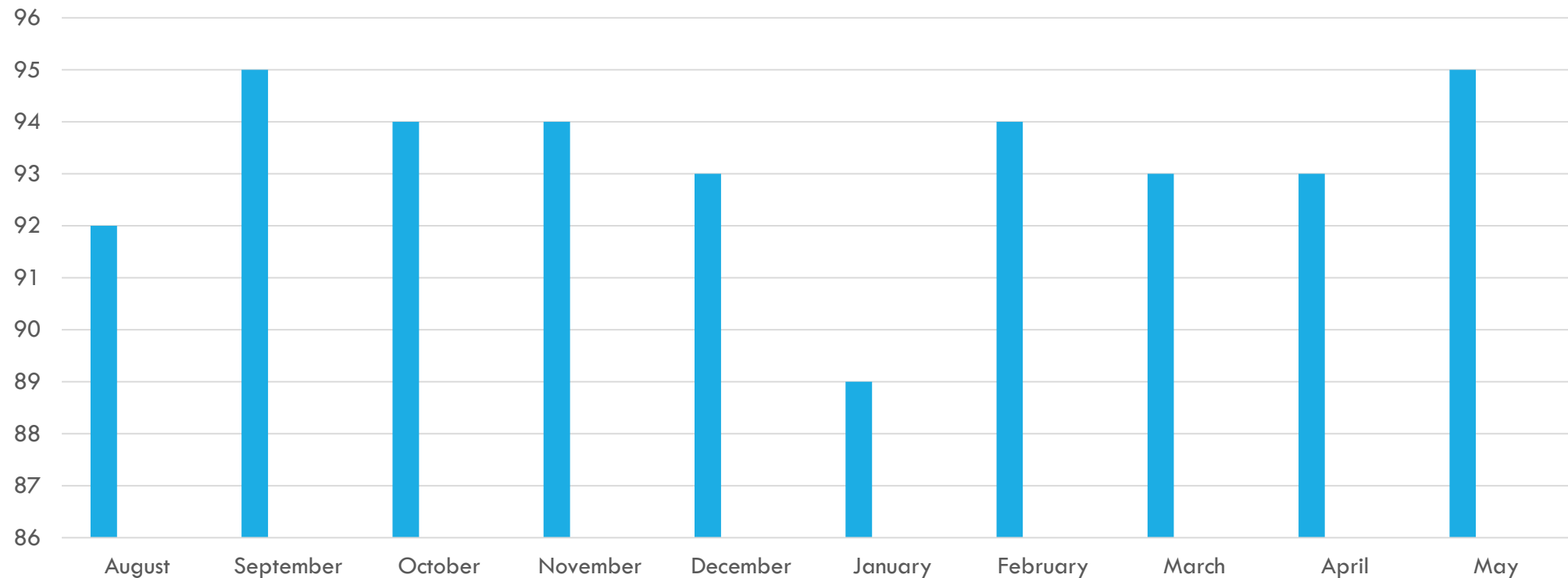
HEIGHTS ATTENDANCE BY YEAR

Attendance Rate

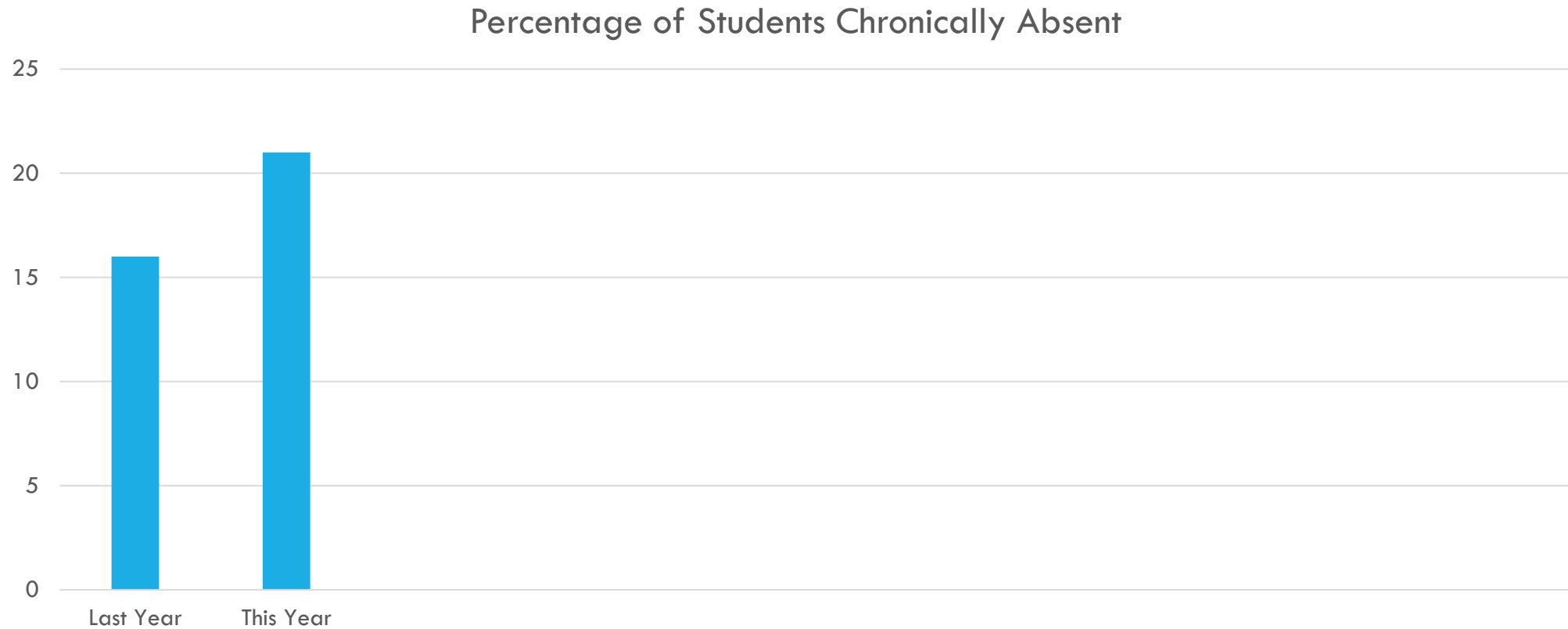


HEIGHTS ATTENDANCE BY MONTH

Attendance Rate '17-'18

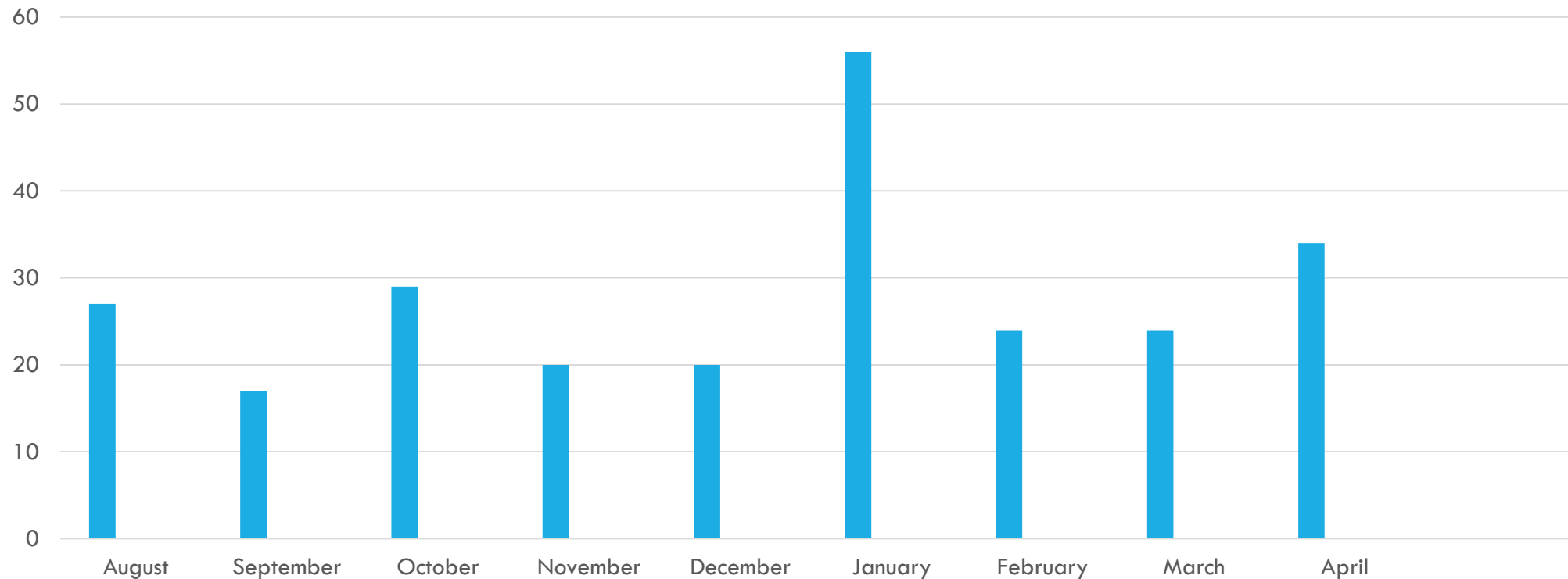


HEIGHTS CHRONIC ABSENCE BY YEAR

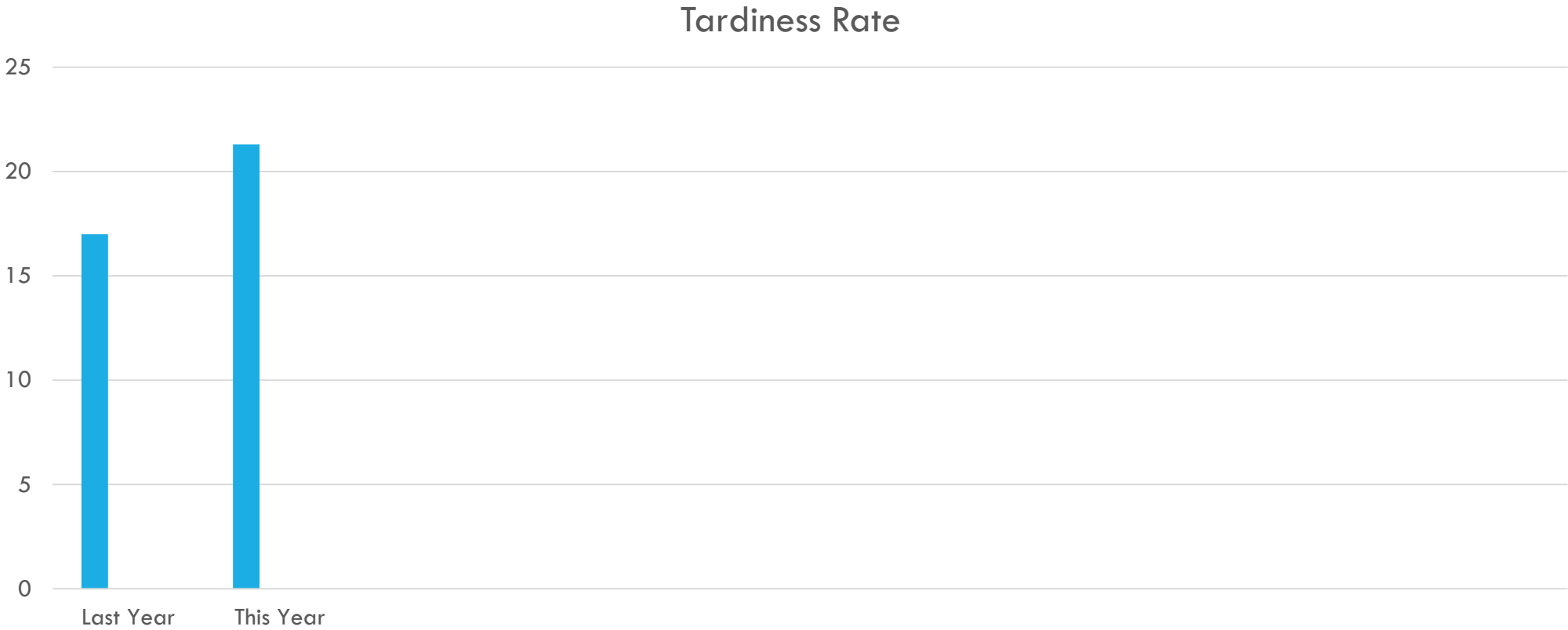


HEIGHTS CHRONIC ABSENCE BY MONTH

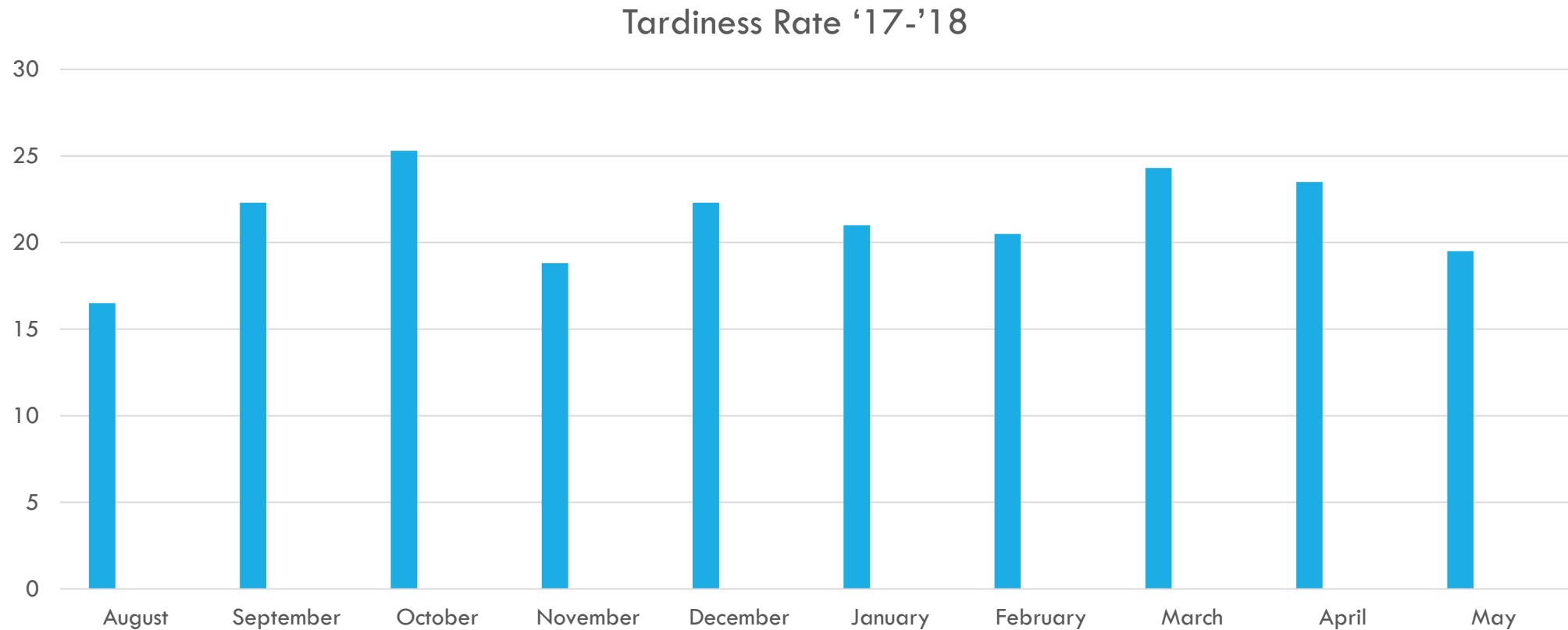
Percentage of Students Chronically Absent



HEIGHTS TARDINESS BY YEAR



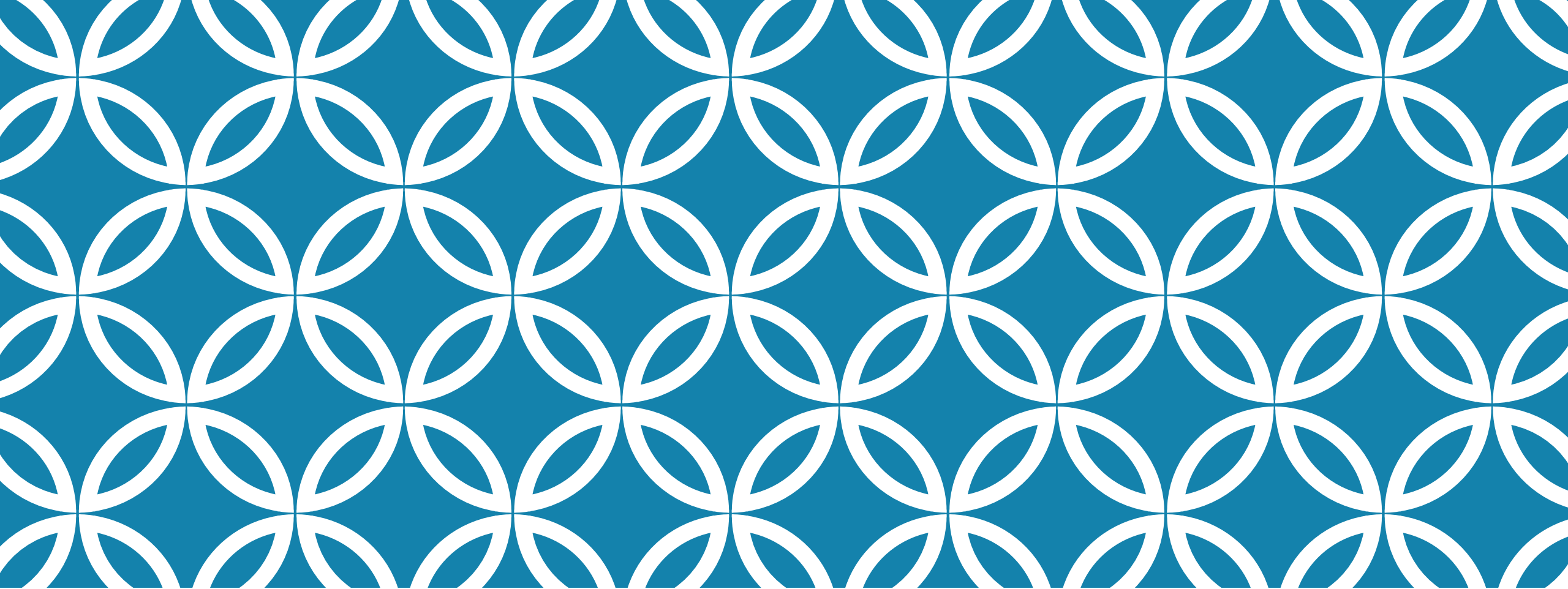
HEIGHTS TARDINESS BY MONTH





NEXT STEPS

- Round table discussions to further identify barriers to on time and consistent attendance
- Improving wrap around services for families: DC ONE cards, tokens, and transportation for students that receive formalized services
- Continuing to celebrate and engage in fellowship with our families so that they feel seen and supported via Attendance Breakfasts
- Communicate more frequently and earlier in advance of attendance goals and celebrations



ANY QUESTIONS FOR US OR THE GROUP?

SMALL GROUP ACTIVITY

A. How have we or people at our school discussed student attendance in a negative or ‘blamey’ manner?

B. Reframe the comment in a positive, collaborative, CRT-friendly way.

Extra Time? – Consider how can you encourage people at your school to move from A to B?

WORK TIME

- ☐ Take 5-10 minutes to independently create a plan to improve attendance initiatives at your school? (individual, class-wide, school-wide)
- ☐ KIPP team is here to help!